

Theme: _____ How do we express ourselves _____

PYP PLANNER

Unit Title: The Arts in Action

Focus: The Arts/Social Studies/English



Discipline(s) to receive the major emphasis.

Teacher(s): J Lockyer, J Mardon, S Dephoff

Level: Yr 6 Proposed duration: 6 weeks

Stage 1: What is our purpose?

A concise description of the central idea to be addressed and the scope of the inquiry.

a) Central idea

Artists & art forms have developed in the context of society in which they exist.

b) An inquiry into:

Impressionism – the work of the artists (eg Monet, Van Gogh)

The art work of the student compared with that of impressionist artists

The way the work of impressionist art was produced.

Stage 2: What resources will we use?

People, places, audio-visual materials, related literature, music, art, computer software etc.

- Videos – life of Monet/VanGogh
- Books – school/local/National libraries
- Local artists – demonstrate painting techniques
- Visit to local garden to paint out of doors
- Prints (laminated) Monet/VanGogh
- Linnea in Monet's Garden Stockholm: R & S Books, 1987
- What Makes a Monet a Monet? Muhlberger, Richard
- Monet. Welton, Judy (Eyewitness Art Series)
- Guest speakers who have visited Monet's garden
- Diary Entries of Monet/VanGogh
- Websites ([http:// www.impressionism.org/teachimpress/browse/bibliogrpahyPG.htm](http://www.impressionism.org/teachimpress/browse/bibliogrpahyPG.htm)
www.eduweb.com/insideart/index.html www.Impressionism.org
- Worksheets – famous artist study

Stage 3: What do we want to learn?

The key questions which will drive the inquiry.

Form <i>What is it like?</i>	✓	✓
Function <i>How does it work?</i>		
Causation <i>Why is it the way it is?</i>	✓	
Change <i>How does it change?</i>		
Connection <i>How is it connected to other things?</i>		
Perspective <i>What are the points of view?</i>	✓	
Responsibility <i>What is our responsibility?</i>		
Reflection <i>How do we know?</i>	✓	

Teacher Questions:

Function: What are the major characteristics of an impressionist painting? How did the artist develop his/her ideas?
Causation: What do we mean when we define an artist as an impressionist?
Perspective: Why have these works of art become so valuable?
Reflection: How does discussing a painting develop our understanding of it?

Student Inquiry:

What is impressionism?
 How did Monet learn to become an impressionist?
 Why did Monet become an impressionist painter?
 What motivated Monet to paint numerous paintings often into one session?
 How has impressionism changed throughout the world?
 What caused Monet to be dissatisfied with his work?
 How did other people describe Monet's character?
 How do we know Monet's paintings are more valuable than others?
 What kept Monet painting when he was so frustrated?
 What influenced the artists?
 How did the artists create their effects?
 How did the artist develop his/her work over time?
 Why did impressionists paint outdoors?
 Why did the artists keep changing their paintings?
 What are people's views on the artists' paintings?

Stage 4: How best will we learn?

Teacher and/or student designed activities which will address the key questions.

Diagnostic assessment

What do the students know about:
 Impressionism/the late 1800's/Monet....
 What do the students want to find out?
 Asking questions suitable for inquiry throughout the unit (display on palettes.)
 Picture disclosure to discuss key elements of the painting of Monet.
 Read articles/books about Impressionism – highlight key points – summarise into own words
 View video/web sites to find out about artists' life – key questions before viewing.
 Hyperstudio – Title page/select a photograph from file and list characteristics of an impressionist painting/computer generated impressionist painting.
 Share book – Linnea in Monet's Garden
 Guest speakers to share their experience at Giverny
 Diary entries – response to Monet/VanGogh's letters/diary entries on specific paintings
 Students choose a painting – write on imaginary recount for Monet.
 Character – description sketch
 Compare with how others viewed artist.
 Interviewer – this is your life (VanGogh) up to the age of 16.
 Visit local garden for sketching
 Composition of landscape of waterlilies, bridge and painting out of doors
 Create timeline of important dates in artists' life as student's carry out their research

How will we take action?

How the students will demonstrate their ability to choose, act and reflect.

Student PYP Profile

Rephrasing PYP Questions – reframing questions to ensure they are suitable for inquiry

Stage 5: How will we know what we have learned?

The strategies which will be used to assess learning.

Discussing/sharing what they have learned
 Presentations

30/drama/hyperstudio/chart
 Paintings of students

Show small brush strokes/use of colour to create mood – impressionist style
 Dialogue between impressionist painters (Role play)

Decide criteria for judging
 Impressionist paintings
 (student's paintings)

Student self-assessment:

What are the characteristics of an impressionist painting?
 How did your artist develop his ideas?
 After your experience of painting outdoors, what does it mean to you to be an impressionist painter?
 Why do you think Monet, Van Gogh's paintings have become so valuable?

Stage 6: To what extent did we achieve our purpose?

To what extent: were the purposes fulfilled; was the unit relevant, engaging, challenging and significant; were the resources adequate; were the concepts, skills and attitudes addressed?

- Need more resources – reference material for ongoing research
- Access to computers in the classroom
- Guest speakers – valuable resources (those who have visited garden) with video kept students interested.
- Appropriate timing – location for paint out of doors
- Need o focus on developing painting techniques before painting outdoors – insufficient amount of time given pre-trip. Students need greater exploration phase than given.
- Keeping questions on going in terms of recording and displaying
- Monitoring “how much” inquiry each student is actually doing is difficult. Some students need more group work inquiry to ensure to learn how to locate and report back appropriate information.
- Create more opportunity to share their findings rather than simply displaying them.
- Students engaged in variety of learning experiences.
- Linking learning outcomes to practical application (ie painting) students appreciated.